

2019-20 Biological Sciences Comprehensive Program Review

I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Narrative

Biology contributes to the College mission and goals by preparing students for academic transfer, acceptance to healthcare professional programs, entering the workforce, and by supporting an academic and scientific culture in our College. Nearly every student working towards an Associate degree and/or transfer takes a Biology course. The goals of BIOL courses include providing tools for students to make wise decisions regarding their personal health and the global environment. We are committed to the strategic priority of providing learning opportunities that prepare students for their future.

Courses numbered BIOL 100–199 are transferable to UC and CSU. BIOL 100–199 are specifically designed to provide students with a scope of information that will help them develop the ability to objectively deal with the responsibilities of daily life with attention to environmental, social, and personal responsibilities.

Courses numbered BIOL 200–299 are carefully designed and articulated for Biology, Biotechnology, and Allied Health Science degrees for transfer to four-year schools or professional programs. The core program for biology majors consists of two courses, BIOL 215 (Organismal Biology) and BIOL 230 (Introduction to Cell Biology). The primary goal of this program is to prepare students for upper division work at their transfer institutions. This is done through courses that offer a diversity of topics that emphasize critical thinking and laboratory skills. Students in BIOL 215 and BIOL 230 undertake original scientific research as their term projects in these courses. Undergraduate research projects have been identified as a high-impact practice toward retention and completion (1). U.S. News identified undergraduate research projects as "programs to Look for in higher education in the United States," stating that undergraduate research helps students mature as thinkers and doers (2).

Courses numbered BIOL 300–399 are designed to facilitate understanding of nutrition, health, and key relationships of humankind to the natural world. 300-Level courses fulfill Area E: Lifelong Learning & Self-Development requirement. Biology 310 (Nutrition) is now offered as a science course and is required of many allied health majors.

Courses numbered BIOL 400–499 are designed for Career and Technical Education. These Biotechnology courses are designed to provide work skills for entry-level employees and to upgrade skills of current workers. These courses also provide skills to employees who are working in the biotechnology field but whose work activities are not directly involved in biotechnology. These courses along with BIOL 170/171 have been moved to the new BTEC department and are cross listed in BIOL.

BIOL 695 provides students with opportunities to do and present scientific research.

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1. Kuh, G. (2008). High-impact Educational Practices. Washington, DC: Association of American Colleges and Universities.
 2. Moody, J. (2019, Sept. 20). Why Undergraduate Research Matters in College." US News. <https://www.usnews.com/education/best-colleges/articles/2019-09-20/why-undergraduate-research-matters-in-college>.

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Narrative**Non-majors (100s)**

1. Scientific Method Demonstrate an understanding of the scientific method and the ability to use appropriate models to solve problems.
2. Application Apply the knowledge of biological science to distinguish between observations, inferences, relationships, and testimonials under investigation.
3. Health Assessment Demonstrate the ability to use scientific knowledge to assess personal and environmental health.
4. Active Citizenship Use the scientific knowledge and skills necessary for active citizenship.

Majors (215, 230)

- Major Group Comprehension Demonstrate understanding of how the major groups of living organisms are related to each other and of their adaptations for survival. (BIOL 215)
- Major Concept Comprehension Demonstrate understanding of the major concepts in cell biology, and the experimental approaches taken to address them. (BIOL 230)
- Writing Write clear and well-argued descriptions of topics in biological sciences, based on the course material and articles. (BIOL 215, BIOL 230)
- Laboratory Techniques Master laboratory techniques including microscopy, spectrophotometry, gel electrophoresis, and PCR. (BIOL 215, 230)
- Experimentation Design, perform experiments, and analyze data in biology (BIOL 215, 230). Students present their research at the Skyline Research Symposium and many present at national science meetings.

Allied Health Sciences (BIOL 240-260)

- Use aseptic technique in clinical and laboratory environments.
- Discuss and understand the role of microorganisms in healthy individuals and in infectious diseases.
- Demonstrate understanding of the structure of the human body.
- Demonstrate an understanding of the functions of the organ systems of the human body.
- Apply the concept of homeostasis to basic principles in medicine.
- Discuss and understand the principles of cellular metabolism, molecular genetics, and immunology.

I.C. Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative

BIOL has one of the highest LOADs in the District (**Figure 1**). Since our first (1996) Program Review, enrollment has tripled without a concomitant increase in full-time faculty. The number of full-time faculty has not kept pace with enrollment and LOAD (**Figure 2**). Enrollment in BIOL remained fairly constant between 2014 and 2019 (**Figure 3**). Since 2014, enrollment in Allied Health courses (BIOL 240-260) has increased, enrollment in majors (BIOL 215, 230) is limited by lab space and has remained constant. The only decrease in College enrollment is seen in the decline in General Education (BIOL 100s) (**Figure 4**).

Our classes regularly have 30-32 students per lab section. The National Association of Biology Teachers recommends that laboratory classes should have no more than 24 students (3). While the FTEF achieved by the department has increased by 40% since our first program review, this has not been accompanied by an increase in tenured and tenure-track faculty. The net result is that courses are now chronically staffed by adjunct faculty. This problem is critical in BIOL 250, which has seven to nine sections each semester, taught by adjunct faculty. This creates difficulties with curriculum consistency, curriculum development, and laboratory maintenance. Evidence shows that colleges and students do better with a predominance of full-time faculty (4).

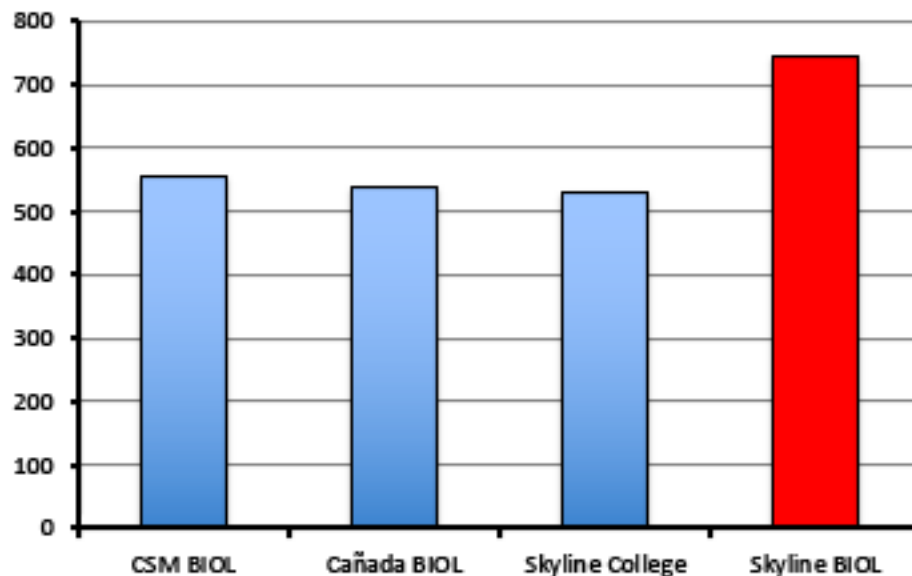


Figure 1: The BIOL LOAD is 29% higher than the College.

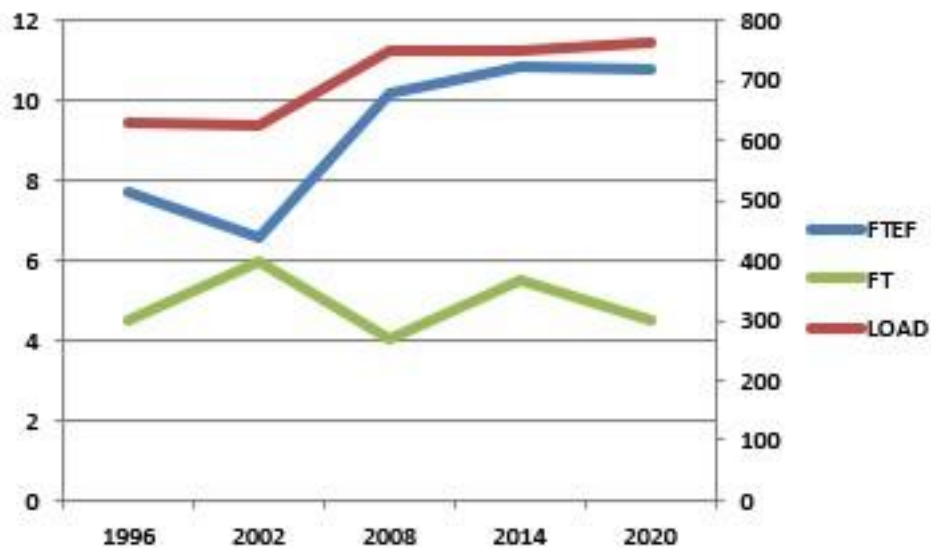


Figure 2: The number of full-time BIOL faculty has not increased although enrollment has increased.

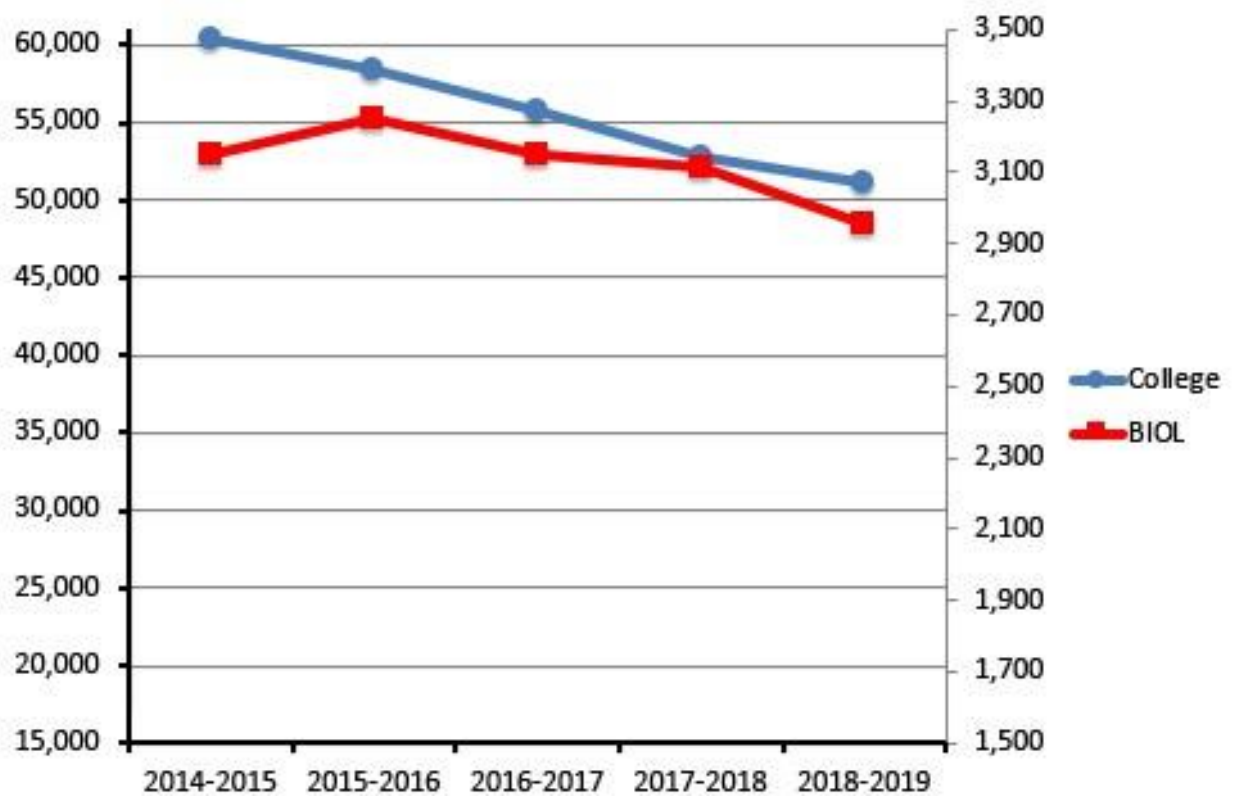


Figure 3: Enrollment in BIOL decreased 6% compared to an 10% decrease for the College. The College decrease in reflected in general education (BIOL 100s).

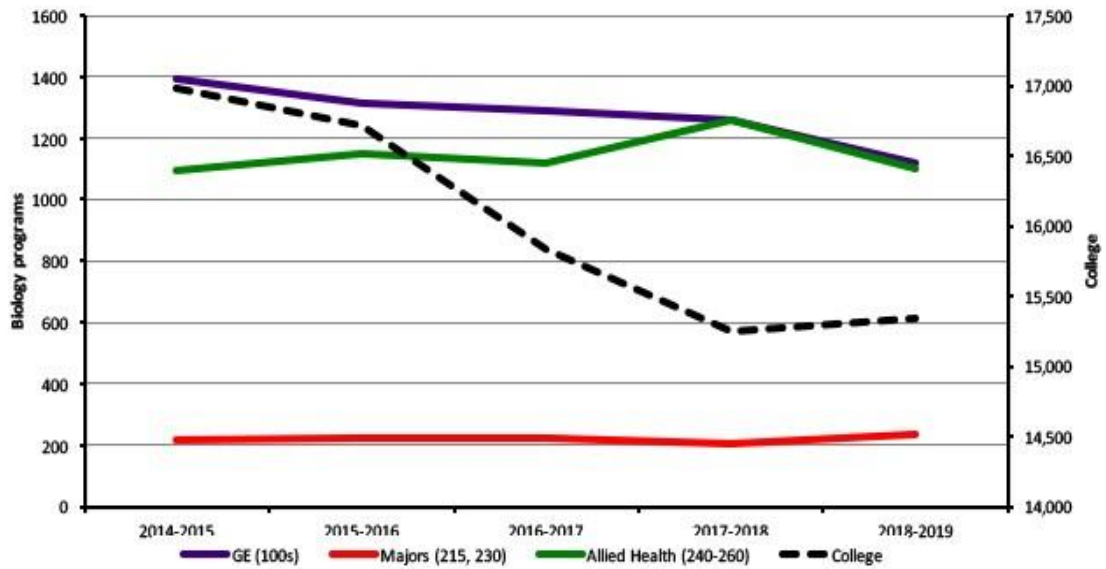


Figure 4: Enrollment in Allied Health has increased. Enrollment in majors has reached a maximum of available lab space.

3. National Association of Biology Teachers. (2005). Role of Laboratory and Field Instruction in Biology Education.

https://nabt.org/files/galleries/role_of_lab_field_instr.pdf.

4. Xi, D. (2018). Academic Performance in Community Colleges: The Influences of Part-Time and Full-Time Instructors. American Educational Research Journal 56(2). doi.org/10.3102/0002831218796131.

I.D. Personnel FTE

- Provide the current FTE of each category of personnel.
- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Narrative

- FT Faculty FTE: 4.8
- Adjunct Faculty FTE: 5.9
- Classified Staff FTE: 1.5
- Administrator FTE: 1 (Division Dean)

I.E. Program Review Team

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

Narrative

Carina Anttila-Suarez

Yancy Aquino

Shari Bookstaff

Christine Case

Jing Folsom

Nick Kapp

II.A. Progress on Prior Program Objectiveness (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative

Every course has been assessed in some way by the end of the 2018-2019 cycle, most courses have been assessed several times. Results are discussed during regular Biology meetings. The data have been quite consistent across multiple assessments, demonstrating that the assessment methods themselves are good. Additional emphasis is made in class on areas where student performance falls below expectations.

Our classes are full and we frequently do not have enough equipment for each student to have a hands-on experience. It is imperative that we continuously update our equipment to meet the transfer and career objectives of majors and allied health students.

Associated Objectives

[1007-Allied Health](#)

[1008-Enhancing mastery of Biology](#)

[1009-Majors](#)

[1010-Planning Curriculum](#)

II.B Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes.

Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative

Compared to the College, Biology has twice as many 18-22 year old, slightly more female, and 25% more Filipino students. More (18%) BIOL students than Skyline students plan to earn a degree or transfer (**Figure 5**).

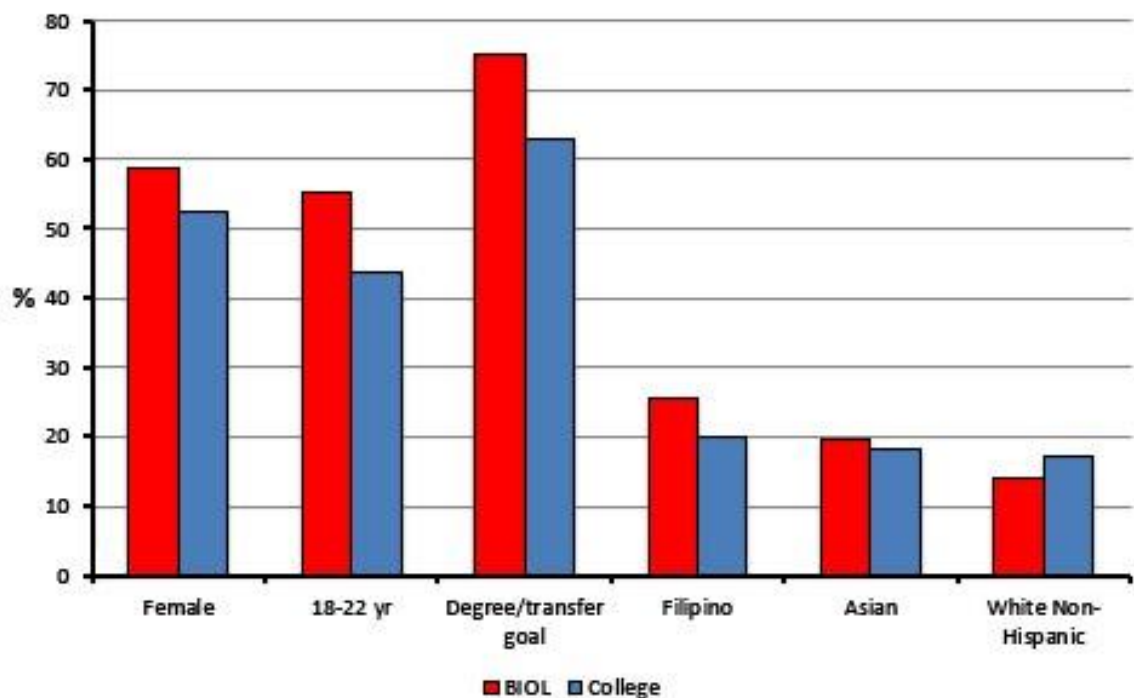


Figure 5: Demographics of BIOL students are different from the College.

Overall, the success rate is slightly higher than the College. Hispanic students are adversely impacted when comparing each BIOL cohort to its College cohort (Table 1). With the passage of AB504 in 2017, the State Chancellor's Office selected the Percentage Point Gap (PPG) method to determine disproportionate impact.⁵ The PPG uses a margin of error (E) that is adjusted to the cohort size. Success of all student groups is about the same as that for the same College cohorts (**Figure 6**). Compared to overall success in BIOL, there is an adverse disproportionate impact for success among Hispanic students. We will work with STEM Center staff to promote appropriate study groups. We will continue to foster a diverse group of faculty that represent our students.

(**Figure 7, Table 2**). Compared to all BIOL students, black students are adversely impacted with a 10% higher withdrawal rate than all BIOL students. A single section of Biol 110 designated for ASTEP students, instead of the current loading of the learning community with a regular section could help reverse the trend. Students would benefit from individual attention in a 30-seat class instead of a 60-seat section.

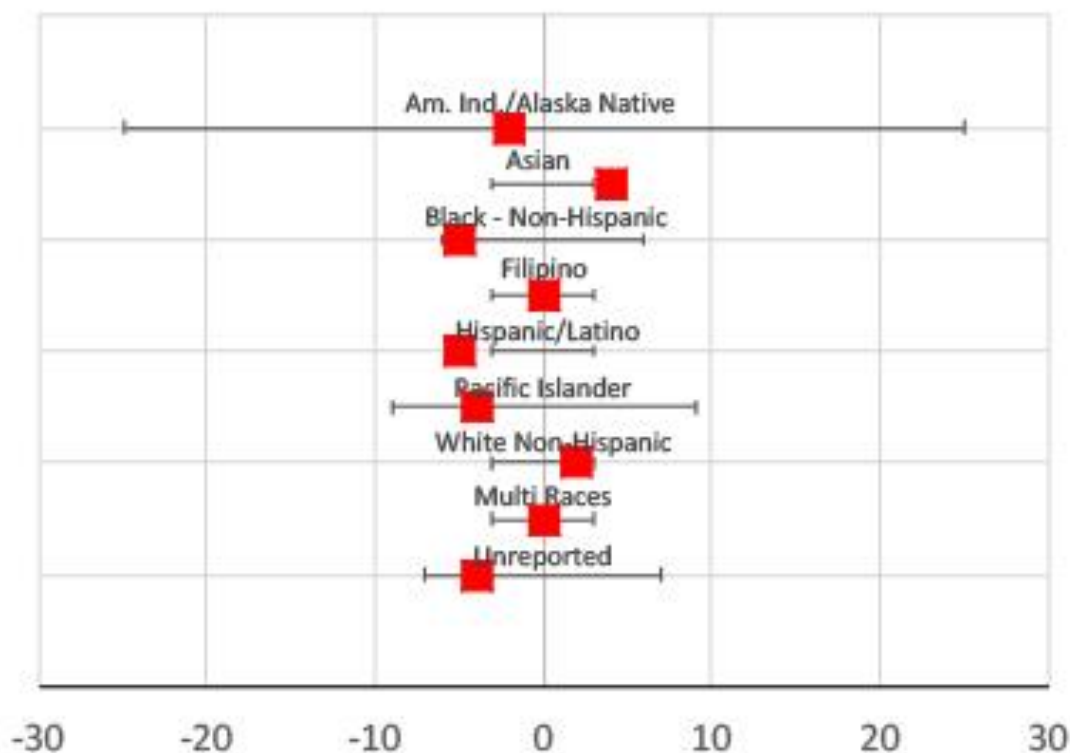


Figure 6: Student Success. The PPG method shows an adverse impact for students compared to the College.

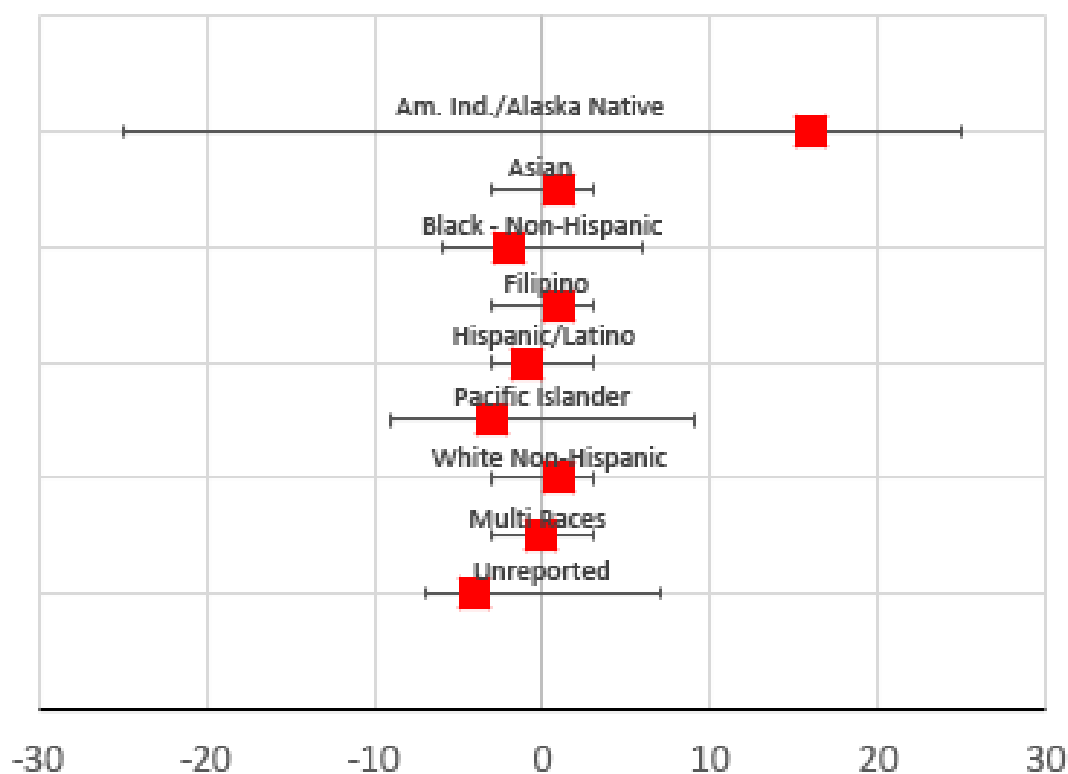


Figure 7: Student Retention. Retention within each cohort is about the same as that of the College.

Table 1. BIOL Student Success Compared to the College					
	BIOL Cohort Count	BIOL Success rate	PPG compared to College cohort	$\pm E$	BIOL Students "lost"
Am. Ind./Alaska Native	16	69%	-5	25	1
Asian	2592	84%	10	3	0
Black - Non-Hispanic	308	56%	-18	6	55
Filipino	3422	74%	0	3	0
Hispanic/Latino	2164	63%	-11	3	238
Pacific Islander	115	56%	-18	9	21
White Non-Hispanic	1860	79%	5	3	0
Multi Races	2625	71%	-3	3	79
Unreported	204	71%	-3	7	6
Total	13,306	74%	1		0

Table 2. BIOL Student Retention Compared to the College

	BIOL Cohort Count	BIOL Retention rate	PPG compared to College cohort	$\pm E$	BIOL Students "lost"
Am. Ind./Alaska Native	16	100	16	25	0
Asian	2592	91	1	3	0
Black - Non-Hispanic	308	79	-2	6	26
Filipino	3422	87	1	3	0
Hispanic/Latino	2164	83	-1	3	84
Pacific Islander	115	78	-3	9	12
White Non-Hispanic	1860	89	1	3	19
Multi Races	2625	85	0	3	0
Unreported	204	84	-4	7	53
Total	13,306	87%	0		0

5. California Community Colleges Chancellor's Office. Percentage Point Gap Method. Retrieved from <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx?la=en&hash=CEC0183482280988242FD1EED4F3F1AE39335985> and <http://www.skylinecollege.edu/programreview/cpr/assets/documents/PercentagePointGapMethod2017.pdf>

II.C Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

Majors. The core program for Biology majors consists of two courses, BIOL 215 (Organismal Biology) and BIOL 230 (Introduction to Cell Biology). The primary goal of this program is to prepare students for upper division work at their transfer institutions. This is done through courses that offer a diversity of topics and emphasize critical thinking and laboratory skills. Students are asked to write laboratory reports (two per week in Biology 215 and one per week in Biology 230), and to conduct and present original laboratory research. Results of an exit questionnaire (Documents: BIOL SLO majors questionnaire) show students are confident in their laboratory skills (**Figure 8**).

Overall, our students are successful and say that Skyline prepared them well for their careers: After earning their baccalaureate degrees, students say, “During my time at Skyline College, I found my rightful place at the lab bench.” “[BIOL 215 and BIOL 230] research projects turned out to be some of the most valuable experiences in my undergraduate education. Thank you for taking the extra time and patience to push me to learn about scientific research in biology and for inspiring me to continue participating in research.” Students routinely return for letters of recommendation because of the work they did on their majors-course research project. Students also note that their upper-division faculty do not know them as well as we do.

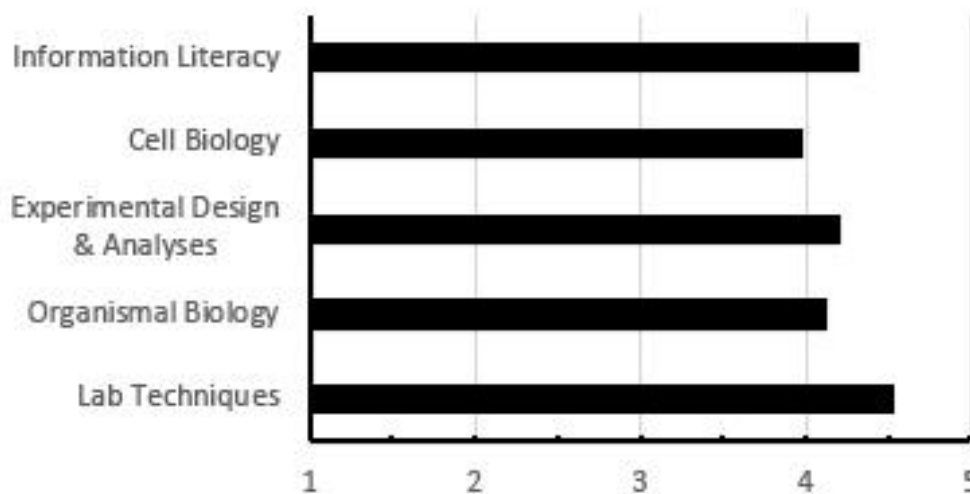


Figure 8: Students rated their ability to perform technical skills on a scale of 1 (clueless) to 5 (extremely well). The average for 46 students in Spring 2019 was 4.2.

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Students who consider themselves to be “Biology Majors” plan to transfer into the Biological Sciences at 4-year institutions (**Table 3**). For Fall 2019 transfer, there were 138 life science-related transfer articulation guarantees (TAGs). This is 20% of the total UC TAGs for that semester.

Table 3. 100% of BIOL Majors plan to transfer	
Transfer Fall 2019*	70%
Transfer Fall 2020	20%
Preparing for grad school	7.5%
Preparing to transfer between UC campuses	2.5%
*Spring 2019 students accepted to:	
UCD	SFSU
UCLA	CSU EB
UCI	Bastyr Univ
UCB	Stanford
UCSD	Johns Hopkins
UCSB	Bastyr University

This is the second year the Biology AS-T degree has been offered (**Table 4**). The CSU-AST degree does not include Organic Chemistry that is required for upper division Biology. Most BIOL students plan to transfer to a UC and opt for the Natural Science degree.

Table 4. Degrees awarded	
Degree	Number awarded in 2018-19
Allied health	104
Biology-AST CSU	7
Biology AST-UC	10
Natural Science	17
Biotechnology	1

General education (nonmajors). Results of a questionnaire designed to measure attitude changes (Documents: BIOL 100s science attitude survey) show students have a more positive attitude after their Biology course (**Figure 9**).

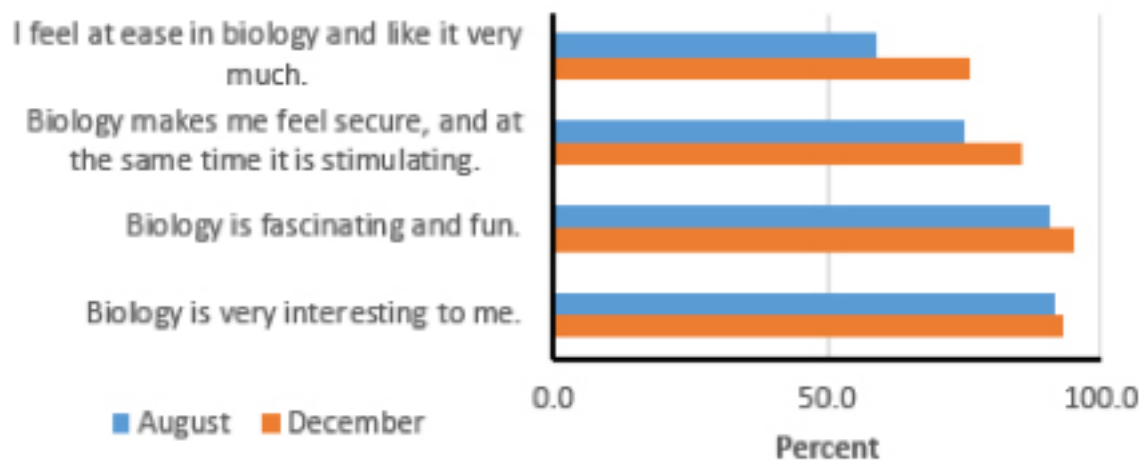


Figure 9: Data show an improvement in attitude toward Biology following our courses.

Evidentiary Documents

[BIOL-TracDat 2019.pdf](#)

[BIOL_100s_sci_attitude_survey_2020.pdf](#)

[BIOL_SLO_majors_questionnaire_2020.pdf](#)

II.D Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative

The core of courses that Biology majors need to be on track for the timely completion of a Biology B.S. upon transfer are BIOL 215 and BIOL 230. These courses are offered every semester.

General education classes are offered during the day and evening in Spring, Summer, and Fall. Several Biology classes are offered each semester and summer as online or hybrid courses. These offerings allow students the flexibility to complete courses on their own schedule. One Allied Health (BIOL 250) course is offered as a hybrid course.

The new STEM Center holds promise as a learning space for all BIOL students. We look forward to the effectiveness of the new Biology/Chemistry Learning Community, the Retention Specialist and the STEM counselor.

We need to recognize and promote learning and networking opportunities outside of the classroom for both our day and evening students. Many College services are not available during the evening. Currently the scheduling of the Science In action Series excludes Biology Majors. We need to look at the schedule and have faculty make a commitment to promote these community learning activities. We also need to promote clubs and student organizations and celebrate what these groups do.

II.E Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

We are quite interested in the plan to create thematic GE bundles in meta-majors. Non-majors students need to understand the importance of using scientific evidence in making decisions regarding personal and societal issues. We have modeled some BIOL GE courses on the concepts of sustainability and environmental justice. We also need to ensure that students have an opportunity to do and to present their original research.

The Biology & Chemistry Scholars (BCS) Learning Community was started with its first cohort in the Fall 2019. It is too early to assess the impact of the learning community. Faculty have held selected office hours in the STEM Center. We have talked with the STEM counselor and look forward to more collaboration with the STEM Center and with the new Retention Specialist, as well as to support the growth of the BCS cohorts.

BIOL and pre-med majors are often unsure of courses required for their majors to be prepared to transfer as juniors. We have outlined two-year plans of study for students (Documents: BIOL degree pathways). These plans of study should be online to assist students and counselors. We will encourage the STEM Center personnel to offer a variety of activities to help students learn about professional-school applications, research opportunities on campus, and, in general, facilitate goals and activities for these students.

BIOL 675 is currently banked but was offered for HTP students to provide advanced study on a topic in Biology and to provide pay for instructors to offer special projects. The current HTP requirement for contract-only honors is difficult to implement. The time demands of unpaid projects result in us having to say no to some students. We recommend that BIOL 675 be reinstated as an honors option for HTP students. We have drafts of BIOL 676, 677, and 678 in CurricuNet to allow students to take a second honors course with a second BIOL course.

Evidentiary Documents

[BIOL degree pathways_2020.pdf](#)

II.F Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative

Several common issues recur in examining reasons why General Education (nonmajors) students are not meeting the various standards. These include:

- Students are underprepared coming into the introductory-level courses. However, more importantly they come in saying "I don't like science" or "I don't do well in science."
- Students do not integrate information from several sources when they are writing essays, research papers, and other assignments that require this skill. It is apparent that students write the first response to googling the question—regardless of whether the response addresses the question.
- Students have difficulty solving problems that require a multi-step process and/or quantitative skills.

While continuing to incorporate the importance and fun of understanding sciences, some mitigations in progress are

- Divide challenging (quantitative) concepts into step-wise problems that guide problem solving.
- Incorporate more assessment measures that allow students to work collaboratively. (This has resulted in increased scores.)
- Require students to analyze why each possible answer to a multiple-choice question is or is not correct.

We have had good student response to department activities that involve students in community activities where students

- Present workshops at Expanding Your Horizons.
- Participate in community non-governmental organizations and STEM fairs.
- Participate in the Science in Action lecture series. Participate in professional conferences such as the Chinese Bioscience Association Annual Conference and Parenteral Drug Association events.
- Do scientific research and present their research at the Skyline Research symposium, Bay Area Honors, and at national meetings such as ABRCMS and SACNAS. In fact, several students have received awards for their presentations at these meetings.
- Honor students' research on microbiomes was published in published in Civic Scholar (Phi Theta Kappa, 2018).
- Attend talks and presentations in the community.

III.A. Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative

See Documents: BIOL-Course Outline and Prerequisite Checklist 2020.

Evidentiary Documents

[BIOL 2020_CourseOutlinePrereqChecklist_p. 2 of 2.pdf](#)

[BIOL_2020_CourseOutlinePrereqChecklist_1 of 2.pdf](#)

IV.A **Considering Key Findings**

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative

Biology is front page news, so it is important that General Education students make connections between what they learn in the classroom and what they see in everyday life. One of the challenges of teaching introductory biology courses for non-majors is that students often feel disconnected from the material rather than making associations between studying biology and their majors and their role as citizens and voters. We try to teach biology principles and concepts in context of social and environmental issues. We model social responsibility and demonstrate the need for biological literacy for nonmajors. We model this by having students do independent research both in their classes as well as in special (nonpaid) projects. Students and their community create and present presentations on their research locally and nationally.

Allied health students are prepared for their professional programs.

Majors are well-prepared for upper-division work. However, we need space for “open labs” where students can record on-going classroom experiments and do their research. As more class sections are added, we are losing the open lab time that makes our programs effective. The Council on Undergraduate Research states that institutions must provide adequate, dedicated space for undergraduate research to flourish; this is especially critical in the sciences⁶. Student must also have forums to discuss and present their research.

Doing research projects with a faculty mentor is an invaluable experience for low-income and first-generation students. We do volunteer our time to mentor student research projects in BIOL 695. However, this opportunity is limited to one or two students each semester due to the demands (lab preparation and weekly lab-report grading) of our paying Skyline commitments. Likewise, we cannot provide honors-credit options for Biology majors because we are working with the students on the research projects that are part of the (BIOL 215 and BIOL 230) courses. We need to reinstate BIOL 675 as an honors option. Biology majors are especially interested in having this opportunity. Likewise, a paid BIOL 695 system needs to be put in place to provide opportunities for more students. At institutions where most faculty have heavy teaching loads, faculty should be appropriately compensated, through appropriate teaching load credit or reassigned time, for supervising undergraduate research.⁶ For example: Chapman University uses a banking-credit system. Elon University offers a sliding scale: 6 student hours of [research course] = 1 faculty load hour; 12 student hours of [research course] = 2 faculty load hours.

IV.B Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

We want to maintain excellence in Biology-majors student research. We would like to provide unique opportunities for non-majors that encourage students to analyze issues of sustainability and environmental justice.

We want to provide all students with relevant skills and knowledge they can build on after transferring to a four-year university. We want G.E. students to have a better understanding of the importance of science to their own health and to that of their community. Giving both majors and non-majors exposure to biological sciences will help prepare them for the career path of their choosing.

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative

The need for additional full-time faculty in Allied Health is imperative for the success of our students and to accommodate the needs of the ever-expanding population of students taking these courses. Funding is needed in order to accommodate more classes, however, there are no more sections that can be offered due to limited laboratory space.

The limitations to maintaining the quality of our program are inadequate funding for equipment and consumable supplies and the need for an instructional aide, in addition to the full-time lab technique position that must be filled this semester. We have reached maximum capacity and cannot offer more sections to accommodate more students.

To provide unique opportunities for non-majors that encourage students to analyze issues of sustainability and environmental justice, we need to determine a mechanism for time/compensation to mentor students. We have done a trial ePortfolio with non-majors but the time demands to work with individual or small groups are prohibitive.

V.B. Action Plan and Resources Requests

Develop one of more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

1. To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
2. IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

Please see the Planning Modules.

Associated Objectives

[1007-Allied Health](#)

[1008-Enhancing mastery of Biology](#)

[1009-Majors](#)

[1010-Planning Curriculum](#)

Enhanced Budget with Objective and Task Detail

[Biological Sciences Enhanced Budget with Objective and Task Detail](#)